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ABSTRACT

The purpose of this investigation was to assess the degree to which schools, colleges and departments of education (SCDEs) are using investigator-identified strategies to recruit minority teacher education students and to measure the effects of those strategies. A 29-item questionnaire was developed, in cooperation with the American Association of Colleges for Teacher Education (AACTE), and sent to a proportional stratified random sample of 72 AACTE member institutions. Returns were received from 58, or 80.6 percent, of those surveyed. Chi-Square analyses were conducted between SCDEs which indicated increased and decreased overall and minority enrollments to determine differences in SCDEs' use of specific recruiting strategies. Though no statistically significant differences were noted, there was a tendency for SCDEs which had experienced increased minority enrollments to also have employed a full-time recruiter. There was also some evidence to suggest that SCDEs which award teacher education scholarships are more likely to attract minority students. However, few SCDEs appear to be actively involved in recruiting minority students. (JD)

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An Investigation of SCDEs' Efforts to Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students

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Running Head: EFFORTS TO RECRUIT AN ETHNIC AND CULTURAL MIX

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Abstract

The purpose of this investigation was to assess the degree to which SCDEs are using investigator identified strategies to recruit minority teacher education students and to measure the effects of those strategies. A 29 item questionnaire was developed, in cooperation with AACTE, and sent to a proportional stratified random sample of 72 AACTE member institutions. Returns were received from 58 or 80.6 % of those surveyed. Chi-Square analyses were conducted between SCDEs which indicated increased and decreased overall and minority enrollments to determine differences in SCDEs' use of specific recruiting strategies. Though no statistically significant differences were noted, there was a tendency for SCDEs which had experienced increased minority enrollments to also have employed a full-time recruiter. There was also some evidence to suggest that SCDEs which award teacher education scholarships are more likely to attract minority students. However, few SCDEs appear to be actively involved in recruiting minority students.

An Investigation of SCDEs' Efforts to Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students

Racial minorities are increasing at a greater rate than the majority population. The number of white children under the age of 5 years decreased by 2.7% from 1970 to 1980, while the number of black children of the same age increased by 11.6%. Hispanics as a group showed a 61% increase in 1970-80 (Feistritzer, 1985). In 1982, The National Center for Education statistics stated that one-fourth of the total school age population were minority students. The National Commission for Excellence in Teacher Education (1985) reported that by 1990 only 5% of the teaching force will be minority. Witty (1986) indicated that the validity of teacher-education programs, even at traditionally black institutions, has been threatened by the severe drop in the number of black students enrolling in teacher education programs. Loehr (1988) and Witty (1986) believe that Colleges and universities should give priority for financial assistance to minorities pursuing careers in education.

In 1986, the American Association of Colleges for Teacher Education (AACTE) found that 22 states reported no programs,

proposals, or measures of any kind to reverse the trend of fewer minorities entering the teaching profession. The AACTE found other states addressing the issue in a wide variety of ways; some were only beginning to talk about the problem, while others were actively attempting to alleviate the minority teaching shortage by targeted loan programs. Both the AACTE (1986) and the Tennessee Association of Colleges for Teacher Education (TACTE)/ Appalachia Educational Laboratory (AEL) Study Group (1988) noted that state departments were willing to invest public money in forgivable loans and scholarships for minorities interested in becoming teachers. However, nothing can be found in the literature which comments on SCDEs' practices relative to preservice scholarships and only slightly more is available on SCDEs' other recruiting practices relative to this issue.

The purpose of this study was to determine the degree to which SCDEs are using certain investigator identified recruiting strategies and to ascertain their effects.

Method

A 29 item questionnaire was developed, in cooperation with AACTE, and pilot tested with 33 TACTE (Tennessee affiliate of AACTE) member institutions. Revised questionnaires, with explanatory cover letters, were then sent to a proportional stratified random sample of 72 AACTE member institutions; follow-up requests were sent to non-respondent institutions

approximately four weeks later. Data were processed using the SPSS-X Release 3.0 software.

Data Source

Returns were received from the 58 (80.6%) institutions shown in Table 1.

Insert Table 1 about here

Enrollments for responding SCDEs appear in Table 2; these are based on fall term, 1987, combined undergraduate and graduate, full and part-time head counts. The median enrollment for responding institutions was 962 students.

Insert Table 2 about here

Results

As expected, the number of minority students enrolling in preservice programs is not keeping pace with general preservice enrollment trends.

Forty-three (74.1%) respondents reported increased enrollments in preservice teacher education programs during the past five years (median = 16.0%), eight (13.8%) respondents reported decreased enrollments (median = 13.5%), six (10.3%) respondents reported no enrollment changes, and one (1.7%) respondent failed

to provide information (see specific levels of change in Table 3).

Insert Table 3 about here

Fifteen (25.9%) respondents reported increased enrollments of preservice minority students (median = 3.5%), 12 (20.7%) respondents reported decreased enrollments (median = 7.0%), and 31 (53.4%) respondents reported no enrollment changes.

Three (5.2%) respondents reported 0% minority enrollments, while the greatest number of respondents (26 or 44.8%) reported minorities ranging from 1-5%. An additional 13 (22.4%) respondents reported 6-10% minority enrollments. Three (5.2%) of respondents reported minorities of more than 26%. Complete details of minority enrollments appear in Table 4.

Insert Table 4 about here

When queried as to their SCDE's efforts to attract preservice students during the past five years, 21 (36.2%) respondents reported having developed a recruitment plan; 9 (15.5%) respondents reported that this had not been considered. Five (8.6%) respondents reported that their SCDE had provided release time to faculty to engage in recruitment but nearly one-half (28 or 48.3%) had not

considered such. Seven (12.1%) respondents indicated that their SCDE had employed a full-time recruiter but over two-thirds (40 or 69.0%) had not considered this action. Fourteen (24.1%) respondents reported that their SCDE had employed someone whose duties included recruitment, while 30 (51.7%) had not considered such. Nine (15.5%) respondents indicated that their SCDE had conducted a faculty development program on recruitment but 28 (48.3%) had not considered doing so. Respondents' complete responses are shown in Table 5.

Insert Table 5 about here

Chi-Square analyses were conducted to determine whether SCDEs ($\underline{N}$ = 8) which reported overall enrollment losses were more likely to engage in the types of recruitment activities specified in Table 5 than SCDEs ($\underline{N}$ = 43) which reported overall enrollment gains. Though, there was a trend for SCDEs which experienced enrollment increases to have "done" all of the above recruitment strategies, except for "faculty release time", no statistical differences, using the .05 level, were found between SCDEs. Respondents' complete responses appear in Table 6.

Insert Table 6 about here

Similar comparisons were conducted between the 15 SCDEs which reported increased minority enrollments and the 12 SCDEs which reported decreased minority enrollments. Though no significant differences were noted, SCDEs which had lost minority students were much more likely to have developed recruitment plans (χ^2=0.19), while SCDEs which had gained minority students were much more inclined to have employed a full-time recruiter (χ^2=0.20). Complete results appear in Table 7.

Insert Table 7 about here

Thirty (51.7%) respondents indicated the availability of preservice teacher education scholarship funds within their SCDE, exclusive of state and federal sources (range = $2000 - $114,363; median = $10,000; mean = $19,175). Of these 30 respondents, 6 reported increases in minority enrollment stemming directly from the use of preservice scholarships. These increases included 4 respondents reporting increases from 1-24%, 1 reported an increase from 50-74%, and another reported an increase of at least 100 percent. Additionally, 6 respondents reported no increase, while 18 respondents were unable to assess the effects of scholarships.

Eight (13.8%) of the 30 respondents above reported having scholarships which were designated specifically for minorities interested in becoming teachers. Among these 8 respondents, 4

reported increases in minority enrollment resulting from SCDE preservice scholarships. One reported minority enrollment had increased over 100%, 1 indicated an increase from 50-74%, and 2 reported increases from 1-24%. Another respondent indicated a 0% increase, while 3 respondents were unable to assess the effects of SCDE scholarships.

Discussion

The purpose of this investigation was to assess the degree to which SCDEs are using investigator identified strategies to recruit minority teacher education students and to measure the effects of those strategies. These findings, based on this stratified random sample, suggest that few SCDEs are using these particular strategies to stimulate minority enrollments and that little is occurring to evaluate the effects of such actions.

Among those SCDEs which are attempting to stimulate minority enrollment, there are some indications that employing a full-time recruiter and awarding teacher education scholarships are somewhat effective in attracting students. Both of these findings are supportive of the literature. The efficacy of employing a minority recruiter supports a major conclusion stemming from the TACTE/AEL Study Group's (1988) recent survey of states, while the power of teacher education scholarships corroborates claims of Loehr (1988) and Witty (1986).

As promising as the practices of employing a recruiter and awarding minority teacher education scholarships at the SCDE level might appear, it is unlikely, due to financial and other institutional constraints, that many SCDEs will be in a position to measure their full effects since scholarships and other recruiting activities are so often operated exclusively at central campus and/or state department levels. It is hoped, however, that findings such as these might provide SCDEs with a basis for requesting that campus officials designate certain scholarships for minority preservice students and that SCDE faculty be permitted to participate in the selection of scholarship recipients. Of equal importance is the need for SCDEs to ask that campuses employ a central admissions counselor and/or for SCDEs to provide release time to their faculty either on a full- or part-time basis to recruit minority students. Unless bold steps, such as these, are taken, it is unlikely that SCDEs will close the widening ethnic and cultural gap between students and teachers in our nation's schools.

Table 1

Institution Type of Respondents

Institution Type	F	%
Public Land Grant	11	19.0
Public Non-Land Grant	29	50.0
Independent Liberal Arts	3	5.2
Church-related Liberal Arts	9	15.5
Private	5	8.6
Other	1	1.7

Table 2

SCDE Headcount of Respondents

SCDE Headcount	F	%
0 - 99	2	3.5
100 - 499	14	24.1
500 - 999	13	22.4
1,000 - 1,499	7	12.1
1,500 - 1,999	9	15.5
2,000 - 2,499	3	5.2
2,500 - 2,999	4	6.9
3,000 +	4	6.9
No Response	2	3.5

Table 3

Enrollment Changes in

Preservice Programs

Percent Change	Increases		Decreases		Unchanged	
	F	%	F	%	F	%
0					6	11.5
1-5	5	9.6	2	3.9		
6-10	7	13.5	2	3.9		
11-15	6	11.5				
16-20	3	5.8	2	3.9		
21-25	2	3.9	1	1.9		
26-30	3	5.8				
31-35	2	3.9				
36-40	5	9.6	1	1.9		
41-45						
46-50	3	5.8				
51+	2	3.9				

Note. Six SCDE's failed to respond.

Table 4

Percentage Minority

of Total Preservice Enrollment

Percentage Minority	F	%
0	3	5.2
1-5	26	44.8
6-10	13	22.4
11-15	7	12.1
16-20	2	3.5
21-25	2	3.5
26+	3	5.2
No Response	2	3.5

Table 5

SCDEs' Involvement in

Recruitment Activities

	Not Considered		Considered		Planned		Done		No Response	
	F	%	F	%	F	%	F	%	F	%
1. Developed a plan for recruitment.	9	15.5	14	24.1	13	22.4	21	36.2	1	1.7
2. Provided release time to faculty to engage in recruitment.	28	48.3	17	29.3	3	5.2	5	8.6	5	8.6
3. Employed a full-time recruiter.	40	69.0	4	6.9	1	1.7	7	12.1	6	10.3
4. Employed someone whose duties include recruitment.	30	51.7	6	10.3	2	3.4	14	24.1	6	10.3
5. Conducted faculty development program on recruitment.	28	48.3	10	17.2	3	5.2	9	15.5	8	13.8

Table 6

Comparisons of SCDEs' Involvement

in Recruitment Activities by

Overall Enrollment Trends

	Overall Enrollment	Not Considered		Considered		Planned		Done		Chi-Square	Significance
		F	%	F	%	F	%	F	%		
1. Developed a plan for recruitment.	Increased	8	19.0	9	21.4	11	26.2	14	33.3	3.78	0.29
	Decreased	0	0.0	4	50.0	2	25.0	2	25.0		
2. Provided release time to faculty to engage in recruitment.	Increased	20	52.6	12	31.6	3	7.9	3	7.9	0.87	0.83
	Decreased	4	50.0	3	37.5	0	0.0	1	12.5		
3. Employed a full-time recruiter.	Increased	28	73.7	2	5.3	1	2.6	7	18.4	4.65	0.20
	Decreased	6	75.0	2	25.0	0	0.0	0	0.0		
4. Employed someone whose duties include recruitment.	Increased	22	57.9	3	7.9	1	2.6	12	31.6	2.87	0.41
	Decreased	5	62.5	2	25.0	0	0.0	1	12.5		
5. Conducted faculty development program on recruitment.	Increased	19	51.4	8	21.6	3	8.1	7	18.9	1.74	0.63
	Decreased	6	75.0	1	12.5	0	0.0	1	12.5		

Table 7

Comparisons of SCDEs' Involvement in Recruitment Activities by Minority Enrollment Trends

	Minority Enrollment	Not Considered F	Not Considered %	Considered F	Considered %	Planned F	Planned %	Done F	Done %	Chi-Square	Significance
1. Developed a plan for recruitment.	Increased	3	20.0	2	13.3	5	33.3	5	33.3	4.77	0.19
	Decreased	0	0.0	4	33.3	2	16.7	6	50.0		
2. Provided release time to faculty to engage in recruitment.	Increased	5	35.7	6	42.9	1	7.1	2	14.3	0.25	0.97
	Decreased	5	41.7	4	33.3	1	8.3	2	16.7		
3. Employed a full-time recruiter.	Increased	9	64.3	1	7.1	0	0.0	4	28.6	4.71	0.20
	Decreased	9	81.8	1	9.1	1	9.1	0	0.0		
4. Employed someone whose duties include recruitment.	Increased	8	57.1	1	7.1	1	7.1	4	28.6	1.42	0.70
	Decreased	6	54.5	2	18.2	0	0.0	3	27.3		
5. Conducted faculty development program on recruitment.	Increased	8	61.5	2	15.4	1	7.7	2	15.4	0.12	0.99
	Decreased	6	54.5	2	18.2	1	9.1	2	18.2		

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